

**WELCOME TO THE GEOGRAPHY DEPARTMENT**

The Geography department at FHES is an enthusiastic and friendly department within a school that is driven to achieve the highest standards of teaching and supportive of its staff and students alike. The department is currently made up of four specialist teachers with a range of experiences and backgrounds. We are looking to expand upon this to support our growing and thriving school. All future members of the department will be welcomed and given consistent support and guidance throughout their  induction period and entire time as part of the FHES team.

As the team has a variety of strengths, we pool ideas and collaborate on schemes of learning and share lots of centrally planned resources; no teacher is expected to plan their day of teaching from scratch. We are also a school and team keen to improve classroom and teaching practice. By collaborating on lessons as a department, this frees up time for teachers to focus on excellent delivery, great explanations, and responsive teaching. This helps to maintain consistency, but also reduce staff workload. In addition to this, the schools timetable is only 5 periods on a monday to allow for additional time within the department for ‘Subject Planning and Development Sessions’ (SPDS). These are weekly, two hour long subject-specific CPD sessions in which the department meets to develop subject and pedagogical knowledge and ideas.

FHES has a strong commitment to research-informed teaching and learning and the English department is committed to using strategies with a strong research base to ensure we give all our students the very best chance of success. Every classroom has a visualiser for live modelling or feedback, we regularly train students to use etymology to help them remember and use key tier 3 vocabulary, and all our lessons have knowledge recall built in to enable success. Currently our department had been focussing on how to make the best use of modelling and scaffolding of tasks under the visualiser to allow for all students to access tasks and make progress every lesson. We are also focusing on providing high-quality live and whole-class feedback, rather than expecting staff to write extensive comments on the students’ work. Again, this is proven to both reduce workload while also increasing the accuracy of the results.

We have worked hard over the past couple of years to rewrite our curriculum. In doing this we have been aiming to formulate a knowledge rich curriculum offer, that’s based on the principles of high expectations and challenge. We are currently a well performing subject as a whole but believe every student has the potential to achieve and even exceed their potential. As a result, all of our lessons are taught with the expectation that all students from year 7 and above can access concepts that will appear again at GCSE and be able to understand command words and answer questions to a standard that is equally expected by those undertaking their GCSEs. We have seen tremendous improvement in the quality of all students’ written responses as well as their understanding of difficult and abstract concepts. We also have a strong focus on the use of academic language and regularly push students with the vocabulary we expose them to.

At Key Stage Three (Years 7 and 8), we teach some key concepts both human and physical and then look at region or place based long term case studies to evidence these concepts and allow students to see them at work and how they are intrinsically linked in real world examples. For example, studying the topic ‘development and population’; then looking at an in depth study of Russia, its physical geography, human geography and development, historical past and present and future geopolitical issues which the students may already have an awareness of. At Key Stage Four (Years 9-11), we follow the Edexcel B specification.

The Geography department at FHES is a fantastic place to work and we look forward to welcoming someone who shares our passion for the subject and our drive for student success.